

Why Social and Emotional Learning Makes Sense

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Mental health first responders, 2001



Mental health first responders, 2001



Mental health first responders, 2019

- VUCA
 - Volatility
 - Uncertainty
 - Complexity
 - Ambiguity



Mental health first responders, 2019

- 20 percent of youth ages 13 to 18 experience *severe* mental disorders.
- Suicide is the second leading cause of death for people ages 10 to 34.
- In 2014, less than half of the adolescents who experienced depression received treatment for it

--Substance Abuse and Mental Health Administration, 2014



Mental health first responders in 2019

- 78 percent of teachers interviewed reported feeling inadequately prepared to intervene with *mild* mental health issues in the classroom
- 87 percent of teachers interviewed reported that even though they believed establishing relationships with students was important, they felt they had received inadequate training in the area of social and emotional learning.

Espelage, Page, & Polinin (2016)



Mental health first responders, 2019



Mental health first responders, 2019



So, how are teachers engaging as first responders in 2019?

- Traditional behavior management techniques
 - Carrots
 - Token economy
 - Access to a desired activity
 - Social praise
 - Sticks
 - Office referral
 - In-school suspension
 - Out of-school suspension



What are the struggles you face in
MCISD?



Making the Shift to Social and Emotional Learning

- Pre-1994: New Haven, CT
- Meeting at the Fetzer Institute in 1994
 - Let's call it “social and emotional learning”
 - Let's establish the Collaborative for Academic, Social and Emotional Learning (CASEL)
 - Let's have five competency domains: self-awareness, self-management, social awareness, relationships skills, and reasonable decision making.





But does SEL really work?

Durlak, J., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of (213) School-Based Universal Interventions. *Child Development*, 82(1), 405-432.



Yes, SEL really works!

It's a Win-Win!

SEL is the most empirically-validated intervention available to us today.

- Teachers experience less burnout because they are better regulated.
- Teachers report greater job satisfaction, so campuses have less turnover
- Students are more adaptive, so less oppositional behavior and more academic engagement
- Students enter the workforce equipped with soft-skills.



Great. Now how do we do it?

Model 1: Mental health representative as interventionist (via dedicated curriculum)

Model 2: All school staff as interventionists (via dedicated curriculum)

Model 3: All school staff as interventions (via culture change by infusion).

Effective school SEL intervention must start with adult SEL!



Comparing IQ and EQ:

IQ Test Item #1

b	b
b	?

a	b	r	m	s
1.	2.	3.	4.	5.



Comparing IQ and EQ:

IQ Test Item #2

b	d
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Comparing IQ and EQ:

IQ Test Item #3

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Comparing IQ and EQ:

IQ Test Item #4

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1.	2.	3.	4.	5.



Comparing IQ and EQ: EQ Test Item #1

A male, district-level administrator expresses to three other district employees his frustration with a female campus-level administrator by asking, “What value does she bring to this district other than her (insert body parts)?”



Comparing IQ and EQ: EQ Test Item #2

An email sent by a campus-level administrator:

Attention faculty:

It has come to my attention that some of you are not turning in lesson plans to your coordinator as we discussed during our last faculty meeting. Remember, WE AGREED THAT THIS WOULD BE THE PROCESS! It frustrates me that SOME OF YOU are making this a problem for everyone. I trust that this WON'T be an issue moving forward.

Dr. Saenz



Comparing IQ and EQ:

EQ Test Item #3

One of your seventh grade students recently moved from the another district after his family was displaced due to a natural disaster. He presents with signs of trauma. How would your personality style help and hinder your role in supporting/directing him? How would your preferred coping style complement or compete with his needs? What about his parent's needs?



Brief summary...

- We know that teachers are becoming the first line of defense for mental health intervention.
- We know that the tools teachers have traditionally used to manage behavior are not effective for many of the students in our schools now.
- We know that SEL has been empirically-validated as an effective intervention to benefit both teachers *and* students.
- We know that the most effective SEL interventions are those implemented in an infused model, where the intervention begins with adult-focused SEL.



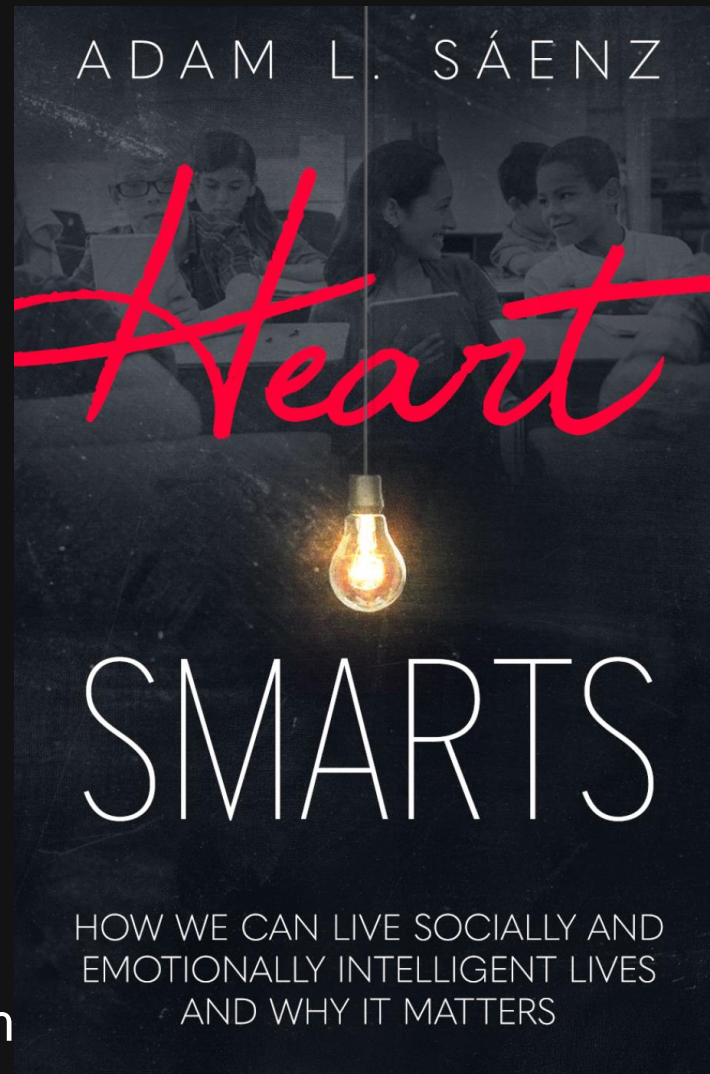
What does implementation actually look like? The *HeartSmart Classroom*



The Oakwood Collaborative
A COUNSELING & ASSESSMENT CENTER



What does implementation actually look like? The *HeartSmart Classroom*



www.adamsaenz.com



@ AdamSaenzPhD



What does implementation actually look like? The *HeartSmart Classroom*

About the *Educator Assessment of Social and Emotional Learning (EASEL)*

- Personality Type
- Emotional Intelligence
- Vulnerability to stress
- www.adamsaenz.com/EASEL



What does implementation actually look like? The *HeartSmart Classroom*

- 1: **Self-awareness**: What am I thinking and feeling?
 - Complete the EASEL to know the strengths, weaknesses, and fears association with your personality type.
 - Identify how your personality type creates potential biases in you against certain kinds of students, parents and colleagues.



What does implementation actually look like? The *HeartSmart Classroom*

Personality Type

Openness: How much do you like change?

Conscientiousness: How task-oriented are you?

Extraversion: Do you prefer groups or solitude?

Agreeableness: Do you value cooperation or competition?

Emotional Stability: How quickly do you respond to emotional stimulation?



What does implementation actually look like? *The HeartSmart Classroom*

- 2: **Self-management**: How do I regulate what I'm thinking and feeling?
 - Use questions for self-reflection and self-development to maximize strengths and minimize biases.
 - Which students will be easiest for me to work with?
 - Which students will be hardest for me to work with?
 - Parents?
 - Colleagues?



What does implementation actually look like? The *HeartSmart Classroom*

- 3: **Social awareness**: What are you thinking and feeling?
 - Understand students using the SCARF model
 - What is my **S**tatus in your class?
 - How much **C**ertainty will I experience in your class?
 - How much **A**utonomy will I have in your class?
 - How much **R**elatedness will I experience in your class?
 - How much **F**airness will I experience in your



What does implementation actually look like? The *HeartSmart Classroom*

- 4: **Social skills**: How can I help you regulate what you are thinking and feeling?
 - Behavior Intervention Plans that work!
 - Identify the feeling.
 - Validate the feeling.
 - Link the feeling with a behavior.
 - Offer a substitute behavior.

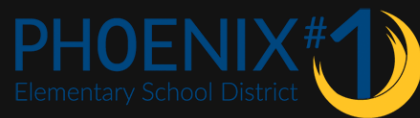
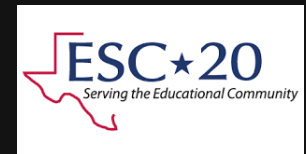


What does implementation actually look like? The *HeartSmart Classroom*

- 5: Who/What/Where/When/Why should I act based on the answers to the first four questions.
 - I am self-aware.
 - I am self-regulated.
 - I am aware of my students.
 - I am connected with my students.



What does implementation actually look like? The *HeartSmart Classroom*



Questions to consider...

- Has my district implemented a formal SEL approach?
- If yes, has my campus been trained?
- If yes, how is my district providing support and guidance to my campus?
- If yes, how are we integrating the SEL intervention with other interventions, such as PBS, skills training, etc.
- If no, can my campus implement a formal SEL approach?

